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ABSTRACT

This guide is intended as a resource for teachers of entrepreneurship courses. An introduction presents a case for entrepreneurship education at the elementary school, middle school, advanced secondary, postsecondary, and adult levels and recommends cross-disciplinary vocational education courses for entrepreneurship education. In section I a review is provided of the six steps in instructional planning as they apply to entrepreneurship: assess learner needs, identify learning outcomes, organize instructional content, develop learning objectives, select learning activities, and develop evaluation measures. Section II identifies resource people and materials for teaching entrepreneurship and provides suggested criteria for selecting resource materials. In section III, a 16-unit entrepreneurship teaching plan is suggested. Each unit makes suggestions for the following seven instructional components: target student, learning outcomes, key topics, learning objectives, learning activities, resources, and evaluation. Section IV includes an annotated listing of the resource materials referenced in the plan in section III. The resource materials are categorized into instructional modules, booklets and leaflets, books, and films/filmstrips. Complete listings are also provided of entrepreneurship periodicals and associations or agencies whose services are related to entrepreneurship. (YLB)

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# Teachers Guide for Entrepreneurship Instruction

Vivien K. Ely

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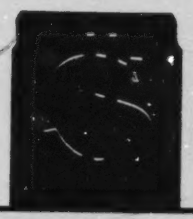

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# TEACHER'S GUIDE

# FOR

# ENTREPRENEURSHIP

# INSTRUCTION

Professional Development Series
The American Vocational Association
2020 N. 14th Street
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# About the Author

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# Introduction

Despite all the talk of recession, inflation, and a hostile business climate abroad today, interest in entrepreneurship has never been keener. This recent focus is prompted by the realization that job-creation business has tremendous implications for economic development and revitalization.

It is a matter of record that our American system of entrepreneurship makes economic development realistic. It is not surprising, then, that public officials extol the virtues of entrepreneurship. In fact, number of business and government leaders identify competent managers and entrepreneurs as a critical need in our country. As a consequence, city, state, and federal agencies are devising new programs to aid entrepreneurs.

The economic development dimension of entrepreneurship is grounded in a basic concept of economics: The primary need of every economy is a thriving system of physical distribution, a financial system to make possible the distribution of goods and services, and a marketing system to integrate the wants, needs, and purchasing power of the consumer with the capacity and resources of production. The integration of these systems is dependent upon entrepreneurial individuals who possess technical competence related to products or services, the skills of independent risk-taking and decision-making, and the skills of managing people and things toward the achievement of profit-making goals.

### All Organizations Need Entrepreneurs

While the advocacy of self-employment and entrepreneurship as devices for improving the economy is not new, the interpretation of the role of the entrepreneur in non-business enterprises is of more recent origin. The concepts and practices of entrepreneurship are being touted by a number of business and economics authorities as useful for improving the effectiveness of non-business organizations. Advocates of this philosophy assert that the functions of entrepreneurship apply to the management of all organizations.

- All organizations perform a <u>financial</u> function: they must raise, manage, and budget funds.
- All organizations perform a <u>personal</u> function: they must figure how to arrange inputs to produce desired outputs.
- All organizations perform a <u>personnel</u> function: they must compare and select sources of supply and acquire material.
- All organizations perform a <u>marketing</u> function: they must provide a product with value, in the form of:

- tangible goods;
- intangible services;
- human activity; or
- ideas.

- All organizations have consumers: their success depends upon the acceptance by groups or individuals.

This broad interpretation of entrepreneurship in our society supports the premise that all organizations with either business or non-business goals must develop appropriate products to serve consuming groups and must use modern tools to reach their customers. In this sense, the politician who trades promises for votes needs to develop entrepreneurship skills, as does the professional who provides legal services, health and human services, or education services. The more traditional entrepreneurs who market goods like washing machines, Cadillacs, or ice cream cones, or who sell services like banking, travel and recreation, insurance, real estate, or home protection are joined by a host of human activity entrepreneurs like universities and professional associations and by idea entrepreneurs like the organizations that support or oppose abortion, equal rights, nuclear proliferation, or religious doctrine.

## The Case for Entrepreneurship Education

If the business heritage of entrepreneurship provides a set of concepts that guide the operation of all organizations, then all of education has a role to play in expediting the development of a supply of entrepreneurs equal to the needs of a world society. Fortunately, the concepts of entrepreneurship and the procedures for managing successful business and non-business organizations are teachable and learnable. Therefore, educators have an important responsibility to prepare business entrepreneurs who will contribute to economic development and to prepare non-business entrepreneurs who will contribute to the quality of life in our country and around the world.

### Elementary School Role

The educational focus on self-employment and entrepreneurship should begin in the early grades, as younsters learn the basic concept of exchange and the process of organizing groups to serve human needs and wants. These and related elementary concepts of entrepreneurship can be infused into curricula through career awareness and social studies themes.

### Middle School Role

At the middle school and early secondary school levels, curricula should address the career awareness needs of youth in terms of information about entrepreneurship careers and examination of individual potential for self-employment and management.

Since this is the first educational level at which occupational choice is appropriate, it has been identified by vocational educators as the <u>exposure</u> level of entrepreneurship instruction. This level of education should

include the direct involvement of vocational educators in designing and delivering instruction. The curriculum themes should include presentation of the role of private enterprise in the economy, the nature and contributions of small business organizations, the role of non-business organizations and their relationship to entrepreneurship, and review of the characteristics, skills, and values orientation of successful entrepreneurs.

Instruction at the exposure level can be effectively delivered through career education or infused into general education or vocational education courses.

**Advanced Secondary, Postsecondary, and Adult Levels**

Once an individual has identified entrepreneurship as a possible career goal, he or she should have the opportunity to enroll in an exploration level course. Instruction at this level should be designed to teach the social and economic responsibilities of entrepreneurship, to help persons give serious attention to what entrepreneurship careers involve, and to assist them in preparing for entry. The course should help individuals who already possess a marketable technical competence to determine whether entrepreneurship and management is a realistic personal goal. It should be made available in adult settings to entrepreneurs who feel a need for learning or reviewing the "basics".

**Postsecondary and Adult Levels**

Beyond exploration experiences for entrepreneurship, there should be a course offering at the preparation/adaptation level which provides specific preparation for entrepreneurship. This course should be offered for individuals who have decided to open a business, but it should be offered as well for actual small business owners and entrepreneurs.

The course should include instruction in market planning, information management, computer applications, economic comprehension and analysis, management and motivation of human resources, marketing technology and merchandising skills, financing, and development of social and communication skills for managers.

## The Need for Cross-Discipline Vocational Education Courses

To provide the most comprehensive program for entrepreneurship, instruction at the exploration and preparation/adaptation levels should consist of cross-discipline courses, in which personnel from each vocational education instructional program design instruction to address the entrepreneurship function related to their own discipline. Thus, teachers of vocational agriculture, occupational home economics, trade and industrial education, and health occupations education would design and deliver instruction to develop the required level of technical competence for business ownership in each discipline.

Business and office education and/or marketing and distributive education teachers would design and deliver instruction to develop the necessary entrepreneurial competencies in management and motivation of human resources, marketing technology and merchandising.

The cross-discipline team of vocational teachers would jointly design and deliver instruction to develop the social skills and communications skills for management and skills in economic analysis.

The following delivery sequence is recommended:

- a three-to-six week segment of instruction at the middle-school or early secondary school level for exposure to entrepreneurship careers and examination of individual opportunities in entrepreneurship;
- a semester (or comparable length) course at the advanced secondary, postsecondary, or adult level and serious exploration of entrepreneurship skills and planning for entry;
- a semester (or comparable length) course at the postsecondary or adult level for specific preparation for opening a business, or for adaptation of ownership practices by persons who are already entrepreneurs.

The choice facing vocational educators is not whether entrepreneurship should be taught; for that fact is well-established. Rather, the choice is whether to do a poor or mediocre job or to join forces and do it well. Vocational educators have the opportunity to claim a vital role for themselves as the designers and deliverers of quality instruction for the preparation and growth of entrepreneurs.

**Purpose and Scope of the Guide**

This Guide is intended as a resource for teachers of entrepreneurship courses. Section I includes a review of the steps in instructional planning as they apply to entrepreneurship. Section II identifies resource people and materials for teaching entrepreneurship and suggested criteria for selecting resource materials. Section III represents a 16-unit entrepreneurship teaching plan and Section IV a bibliography of entrepreneurship publications, select films and media, and related associations and agencies.

# Section I
# Guidelines for Planning Instruction

You can increase the effectiveness of instruction for entrepreneurship through careful selection of strategies for achieving each of the following instructional goals:

1. Assess learner needs
2. Identify learning outcomes
3. Organize instructional content
4. Develop learning objectives
5. Select learning activities
6. Develop evaluation measures

This section provides guidance for selecting instructional strategies for entrepreneurship education.

### Assess Learner Needs

Each year, more than 50,000 Americans open new companies. One-half of these new businesses fail within two years, and four out of five fail within five years. The primary reason for this dismal record is that the new owners charge headlong into entrepreneurship without adequate preparation. Because the entrepreneur's job is multi-faceted and not quickly learned, it is critical to recognize that individuals enrolled in entrepreneurship courses have adequate time to consider, learn, practice, and refine the skills required for competence.

The needs of learners enrolled in your courses could run the gamut—from those who know nothing about entrepreneurship to those who are already owners of businesses. Your first task is to determine students' level of need and to group them according to need. Then you can plan instruction to help learners move along the pathway toward successful ownership. Three levels of learner needs are identified in this publication:

Exposure-level needs
Exploration-level needs
Preparation/adaptation-level needs

### Exposure-Level Needs

You are justified in assuming that middle school and early secondary school students have exposure-level needs because they are not old enough to have owned or operated a business. Although some of these students will have been employed and a few will have had limited entrepreneurship experience like newspaper routes, it is reasonable to assume, as well, that students at this level of education need assistance in examining their own potential for success in the field. Units 1 through 4 in Section III are designed to respond to learners' needs for exposure-level instruction.

You will find that many students in advanced secondary, post-secondary, and adult entrepreneurship courses also have exposure-level needs. Maturity in years or work experience does not assure that individuals have adequate knowledge about entrepreneurial responsibilities and characteristics, about opportunities for entrepreneurship, or that they have assessed their own potential for success. In such courses, or preferably prior to registration, you might use personal interviews or questionnaires to identify the level of need. Although you may decide to spend less time on the exposure-level for mature students, most of them will need the introductory segment of instruction.

### Exploratory-Level Needs

Persons who have recently made more or less definite decisions to prepare for entrepreneurship have probably just begun to develop the knowledge and skills needed in their future roles. Such persons need to become thoroughly familiar with the entrepreneur's responsibilities. They need to learn how to make decisions and how to prepare a business plan. They need guidance in using those learning experiences to make firm decisions about their qualifications for entrepreneurship. This Guide suggests that a semester or comparable length course be structured for exploratory-level needs. Units 5-9 in Section III address these needs.

### Preparation/Adaptation-Level Needs

Individuals who are specifically preparing to open a business or who already are entrepreneurs will usually be enrolled in postsecondary or adult courses. You will recognize their need for advanced instruction if they already possess technical competence in a specialized field, if they have comprehensive knowledge of what entrepreneurship involves, are seriously planning to open and operate a business, and know how to develop a business plan. If they already own a business and want to refine their management skills, they should be scheduled for this level. Units 10 through 16 in Section III address the needs of learners who need to develop or refine management skills.

## Identify Learning Outcomes

Learning outcomes are the broad statements of intent that guide instruction. They are identified early in the planning process and help you to organize a body of knowledge and skills into manageable segments. Learning outcomes for entrepreneurship instruction can be identified by listing the responsibilities of entrepreneurs and classifying them into two major types of activities:

(1) **Activities related to planning a business enterprise, and**

(2) **Managing a small business enterprise.**

**Planning outcomes:**

- Assess individual aptitude for and interest in entrepreneurship
- Make entrepreneurial decisions
- Identify entrepreneurship opportunities
- Develop marketing strategy
- Select a business location
- Finance the business
- Select a legal structure
- Prepare a business plan

**Management Outcomes:**

- Manage finances - Develop and manage accounting and record-keeping systems. Manage customer credit and collection procedures. Plan for capitalization and loan procurement.
- Manage marketing - Implement, evaluate, and control the marketing plan. Apply the latest marketing technology. Manage the legal aspects of marketing.
- Manage sales promotion - Plan for monitoring and spending the sales promotion budget effectively.
- Manage human resources - Develop leadership skills. Develop an employment and training plan. Plan for positive employee relationships.
- Manage sales - Develop strategies to professionalize the personal selling process

- Manage customer relations - Develop a system for building good customer relations.

- Manage security and protection - Develop a plan for risk management and security.

Each of the learning outcomes above becomes an instructional goal for one of the units in the Section III teaching plan.

**Organize for Instructional Content**

In recent years, a wealth of information on entrepreneurship has appeared. Much of the information is provided by commercial publishers who want to sell books, films, cassette tapes and periodicals. Business organizations and agencies provide materials as a service to their members or constituents. Government agencies have funded a number of projects to produce materials for entrepreneur development.

An early activity in instructional planning is to collect these information resources and select those which address the identified learner outcomes at a level appropriate for the target audience. You will need to continue this selection process through the next two phases of the planning process as your instructional plan develops, but the initial review of available materials helps to categorize information by learning outcome and to identify the key topics or content areas for each unit or segment of instruction.

As you sequence the key topics in terms of logic and importance, you are developing an instructional outline. This Guide includes key topics and recommended sources of information selected in this manner.

Develop Learning Objectives

Learning occurs in incremental steps and learning objectives break the learning outcomes into knowledges, skills, and attitudes that must be mastered if the outcome is to be reached. Each learning outcome statement is broken down into learning objectives which help the learners see what they are expected to know or do when they are competent. Each objective should identify the specific outcomes desired, standard to be reached, and the conditions under which performance will occur. General learning objective statements are included in the Section III unit-by-unit plan. You should add specifications of standards and conditions for the needs of your students.

Select Learning Activities

Appropriate practice is necessary to learn anything. The term "practice" is used here in a broad sense, meaning that all of our faculties must be involved if we truly learn. Thus, to hear it from the teacher does not assure learning; to read it from a book is not usually enough; to see

it demonstrated is better because hearing and seeing are both brought into the learning environment.

Vocational instruction combines seeing and hearing with doing to develop competence. The identification of learning activities, then, involves determining in advance the information which the teacher or others will present, the student reading assignments, and the group or individual activities to give students practice as they master a task. Learning activities must be identified for your students, in your learning environment, but the suggestions in each Section III unit will provide guidance for your selection.

## Develop Evaluation Measures

The regular evaluation of achievement helps learners to know how nearly they have come to reaching the stated objectives. Informal evaluation should occur as students complete learning activities, and at the completion of instructional sequences. Each evaluation measure should require the same type and standard of performance specified in the learning objectives to which it applies; for example, provide written or oral evaluation for cognitive objectives, performance review and rating forms for evaluating skills development, and rating scales or similar instruments for judging the attainment of attitudinal objectives. Your instructional plan should include opportunities for remediation through alternative learning activities and re-evaluation, since the goal of entrepreneurship is mastery of the skills, not grades. Evaluation measures are suggested in Section III.

# Section II
# Guidelines for Selecting Resources

Many sources of assistance are available to help you teach entrepreneurship skills. This section offers suggestions for taking advantage of the resources available to you. The section discusses resources in terms of three topics: (1) kinds of resources, which reminds you that you have access to people who can assist you, as well as to materials for teacher and student use; (2) sources of resource materials, to identify the four sources of materials recommended in this Guide; and (3) criteria for selecting materials, to describe the factors that were considered in choosing the materials referenced in this publication.

## Kinds of Resources

The units in Section III suggest both people and resource materials that are useful in planning and delivering entrepreneurship instruction.

### Community Advisers

You will find a number of people in your community who are vitally interested in the economic development of your locality. Many of these individuals will prove to be valuable sources of assistance to you as you plan instruction and teach entrepreneurship courses. You may want to identify several such persons as an advisory group to work closely with you in planning instruction that reflects local entrepreneurship practices and opportunities.

These community advisers might also be asked to serve as resource persons for individual students throughout certain aspects of the entrepreneurship course. For example, an adviser who is willing to contribute might be assigned to one student for individual consultation throughout the course. Another pattern might identify a specialist willing to consult with a number of students on decisions related to one aspect of entrepreneurship. Regular contact with knowledgeable community advisers will help students become accustomed to making business contacts and will provide guidance which can reduce the eventual risks of business ownership.

Some persons in your community are professionally prepared to provide advice; many will be glad to assist. Accountants and attorneys are the two professionals whose services are most often needed and purchased by entrepreneurs. Bankers and financial specialists spend a major portion of their business hours advising and consulting with current and future business owners. Business association executives are responsible for providing advice and assistance to their membership. Representatives of certain

government agencies are assigned full-time responsibility for providing guidance and education for practicing and prospective entrepreneurs. Sales representatives of suppliers and vendors have a vested interest in increasing the efficiency of entrepreneurs.

The best advisers for prospective entrepreneurs are often the self-employed themselves. One of the ways to develop learner motivation and guidance is to put them in touch with entrepreneurs who are already successful. You will find many business owners willing to share their experience with your students and amenable to cooperating with you to schedule field-based experiences throughout the course.

Community advisers should be recruited with care for their role as "entrepreneurship education volunteers". You should identify them and work with them for limited assignments before selecting persons who might serve regularly or in continuing assignments. They need to have enough time and interest to give you and your students the support you are looking for and you will find such individuals, over time.

Students should also be thoroughly prepared in advance for contacts with community advisers. They should be competent in interviewing skills and should have completed the preliminary study and preparation for project development before scheduling a visit with an adviser.

**Resource Materials**

People in the community are important resources, but they have other responsibilities and often cannot be available when you need them. Resource materials, however, can be accumulated and are always there when they are needed. The resource materials referenced in Sections III and IV of this publication are classified into four types:

(1) Instructional modules, consisting of instructional guides for teacher use, individualized learning activity packages for student use or a combination of the two

(2) Booklets and leaflets, which are short, concise discussions of a particular aspect of entrepreneurship

(3) Books, providing in-depth consideration of entrepreneurship in general or of one aspect in particular

(4) Films, referring to movies, filmstrips, or slide/sound presentations on entrepreneurship

Two sources of materials: relevant periodicals and associations or agencies—are referenced in Section IV, but not included in the unit-by-unit plans in Section III.

## Sources of Resource Materials

The growing interest in entrepreneurship has prompted a rush to supply resource materials for small business ownership. The resource materials suggested in the Guide are judged to be accessible to you. They include materials available from vocational education curriculum departments in several state universities, state vocational education agencies, two private business enterprises, an education foundation, three federal government agencies, the ERIC system which reproduces documents on microfiche, and ten commercial publishers.

### Criteria for Selecting Materials

So many entrepreneurship resource materials are currently available, that you need to decide in advance through review and evaluation, the standards by which you judge resources to be useful or not appropriate. The following criteria governed the selection of the resource materials recommended in the Guide:

**Availability**

The resource is available as this publication goes to press.

**Relevant Content**

The resource provides content relevant and appropriate for achieving learning outcomes.

Because most resources include some information which is not relevant to your instructional plan, you should allow time to review materials in advance to identify appropriate segments. The effective teacher uses only the portions of publications and films that focus on learning objectives.

**Reading Level**

Students profit only from the printed resource materials that match their reading levels. It is critical that resources for student reading activities be analyzed in advance and that resources be selected for varying reading levels. If the reading level is judged too advanced for some learners and the same information is unavailable at a lower level, you might wish to record the information on audio tape.

**Timeliness**

The publication date for a resource should be recent enough to communicate current practices and trends in entrepreneurship. Illustrations and examples should reflect current lifestyles or they will detract, rather than instruct. A general rule of thumb advises that resources more than five years old may be of limited use.

Comprehension Level

The level of comprehension demanded by a resource should match the student's age and stage of development. Thus a learner at the exposure level in entrepreneurship instruction will probably be confused if exposed to resource materials prepared for students at the preparation/adaptation level.

You will discover that many printed resources for entrepreneurship are written for managers or for students studying small business management at the college or university levels. Such publications may be more theoretical or academic in their approach than practical in terms of skills development. You will also find many printed resources devoted to one or a limited number of entrepreneurship responsibilities. Such materials may provide more information than students at lower levels of development are prepared to achieve. Careful review of the resources in advance can prevent recommending resources that students cannot comprehend.

# Section III
# Unit Teaching Plans

In this section, a teaching plan is suggested for the identified learning outcomes. An introductory unit is provided for initiating the instructional sequence.

## Organization of Teaching Plan

The units are organized within the three identified levels of student need defined as follows:

**Exposure Level**

1. Introduction to Entrepreneurship
2. Assessing Individual Aptitude and Interest in Entrepreneurship
3. Making Entrepreneurial Opportunities

**Exploration Level**

5. Developing Marketing Strategy
6. Selecting a Business Location
7. Financing the Business
8. Selecting a Legal Structure
9. Preparing a Business Plan

**Preparation/Adaptation Level**

10. Managing Finances
11. Marketing Management
12. Managing Sales Promotion
13. Managing Human Resources
14. Managing Sales
15. Managing Customer Relations
16. Protecting the Business

## Unit Components

Each unit makes suggestions for the following seven instructional components:

- Target Student - identifies one of the three entrepreneurship levels (Exposure, Exploration and/or Preparation/Adaptation) and the educational level (middle-school, secondary, postsecondary and/or adult) which the unit addresses.
- Learning Outcomes - states one or a limited number of entrepreneurship responsibilities, stated in general terms.
- Key Topics - identifies the concepts or content, stated in terms of key teaching topics.
- Learning Objectives - provides one or more statements of specific learning outcomes.
- Learning Activities - suggests activities to accomplish objectives.
- Resources - suggests community advisers and resource materials to assist learners in achieving the objective(s).
- Evaluation - suggests representative evaluation measures to help determine whether learners have reached the objective(s).

The units provided in this section of the Guide were developed as illustrations of possible instructional routes, not as prescriptions. You will need to adapt or revise the plans to respond to the needs of your particular student population, and to the availability and useabiliby of resources in your situation.

## Instructional Units

The sixteen suggested unit plans appear in the following paragraphs.

## Unit 1: Introduction to Entrepreneurship

**Target Student:**

Exposure level; middle school, secondary, post-secondary; adult.

**Learning Outcome:**

Recognize the role of entrepreneurship in the American economy.

**Key Topics**

- What entrepreneurship is...Process of planning, organizing and operating a small business...Owners supply the funds and manage the business...Business serves primarily a local territory.
- What entrepreneurship means to the American economy...Most American businesses are small...Most employment supplied by small business...Most new technology developed by small business...Most small businesses fail because of poor planning and management...Implications of the above to the economy.

**Learning Objectives:**

- Define small business.
- Describe the economic impact of small business.

**Learning Activities:**

- Community adviser interviews to answer questions related to objectives.
- Provide information to explain entrepreneurship and its effect on the American economy.
- Project to collect and analyze information from chambers of commerce or government agencies about the health of the local economy and the role of small business in it.

**Resources:**

- Community Advisers

  Experienced entrepreneurs

  SBA advisers

- Instructional Modules

  Apparel Shop Entrepreneurship Learning Package (ASE) (2)

  Entrepreneurship: A Senior High School Home Economics Career Exploration Unit (5)

  Minding Your Own Small Business, Vol. I. (9)

  Program for Acquiring Competence in Entrepreneurship (PACE) (12)

- Books

  Starting Your Own Marketing Business (28)

  Creating a New Enterprise (34)

Evaluation:

- Written test to recall or apply knowledge of entrepreneurship fundamentals and contributions to the American economy.
- Oral student presentations to a business organization, evaluated by a panel of advisers or teachers.

## Unit 2: Assessing Individual Aptitude for Entrepreneurship

Target Student:

Exposure level; middle school, secondary, postsecondary; adult.

Learning Outcome:

Evaluate personal aptitude for entrepreneurship.

Key Topics:

- Self-employment versus working for someone else.
- Required entrepreneurial skills and personality.
- Individual interests and abilities.
- Goal-setting; decision-making; risk-taking; self-confidence.

Learning Objectives:

- Identify the characteristics of the entrepreneur.

- Identify personal desires and motivations, abilities, personality.

- Assess individual potential for success as an entrepreneur.

**Learning Activities:**

- Community adviser interviews, teacher-delivery or resources to help learners identify the unique characteristics of the entrepreneur and the advantages and disadvantages of entrepreneurship.

- Self-analysis, conferences with guidance counselors, or analysis of friends to assist learners in identifying personal interests, abilities, personality, and to compare these characteristics to those required for successful entrepreneurship.

**Resources:**

- Community Advisers

  Experienced entrepreneurs

  Guidance or employment counselors

- Instructional Modules

  Competency-Based Individualized Modules for Owner-Manager of Small Business Firms (3)

  Entrepreneurship: A Senior High School Home Economics Career Exploration Unit (5)

  Entrepreneurship Training Components for Vocational Education (6)

  Minding Your Own Small Business, Vol I (9)

  Program for Acquiring Competence in Entrepreneurship (PACE) (12)

  Project TEAMS (Techniques and Education for Achieving Management Skills) (13)

- Books

  Starting Your Own Marketing Business (28)

  Creating A New Enterprise (34)

  New Venture Creation (41)

  New Venture Strategies (43)

**Evaluation:**

- Complete self-evaluation.
- Invite a friend to assess personal characteristics.
- Analyze potential for success as an entrepreneur and justify the decision.

UNIT 3: MAKING ENTREPRENEURIAL DECISIONS

**Target Student:**

Exposure Level; middle school, secondary, post-secondary; adult.

**Learning Outcome:**

Know the basic principles of decision-making as they apply to entrepreneurship.

**Key Topics:**

- What is unique about entrepreneurial behavior?
- The entrepreneur as a risk-taker, goal-setter, decision-maker.
- The decision-making process...defining the problem...identifying informational needs...deciding how to obtain information... gathering information...weighing facts, evaluating alternative solutions...making decisions...implementing decisions...evaluating effectiveness of decisions.

**Learning Objectives:**

- Describe the unique features of entrepreneurial behavior.
- Demonstrate the ability to apply the decision-making process in a simulated project.

**Learning Activities:**

- Use teacher delivery to describe the entrepreneur's required competence in decision-making and how it affects the quality of the enterprise.
- Use a vocational student organization or community project for small groups of learners to demonstrate the decision-making process. Use film to introduce discussion of the entrepreneur's decision-making role.

Evaluation:

- Written test on the unique behaviors required of entrepreneurs and the decision-making process.

## Unit 4: Identifying Entrepreneurship Opportunities

Target Student:

Exposure level; middle school, secondary, postsecondary, adult.

Learning Outcome:

Evaluate alternative ownership opportunities in terms of an individual's technicals technical skills and personal needs.

Key Topics:

- Type of small business opportunities...retail, wholesale, manufacturing, service, cottage industry.
- Routes to entrepreneurship...education, technical preparation, managerial experience, part-time entrepreneurship, franchising, purchasing of existing business, buying into a partnership, taking over a family business.
- Decision-making...analyze potential of one or more businessess for profit...match with personal and psychological factors... match with technical competence...consider long and short-term rish factors...weigh negative and positive aspects of the opportunity; seek advice.

Learning Objectives:

- Consider possible types of entrepreneurship.
- Identify routes to entrepreneurship.
- Identify entrepreneurship opportunities based on individual skills and interests.
- Evaluate alternative ownership opportunities.
- Make tentative decision for further investigation and planning.

Learning Activities:

- Plan field trips to visit small businessess of interest to learners.
- Learners interview entrepreneurs in areas of interest.

- Have successful entrepreneurs describe the preparation routes they followed.
- Provide information about the three major routes for organizing a business; franchising, buying and operating a business; developing a new business.
- Independent or teacher-guided investigation of ownership opportunities.
- Learners describe business they would like to own and rationale for choice.

Resources:

- Community Advisers

  Entrepreneurs

- Instructional Modules

  Competency-Based Individualized Modules for Owner-Managers of Small Business Firms. (3)

  Entrepreneurship: A Senior High School Home Economics Career Exploration Unit (5)

  Entrepreneurship Training Components for Vocational Education (6)

- Booklets, Leaflets

  Small Business Bibliographies (18)

  Starting and Managing Series (21)

  Small Business Reporter (22)

- Books

  Starting Your Own Marketing Business (28)

  Your Fortune in Franchising (30)

  The Insider's Guide to Small Business Resources (31)

  The Franchise Option (33)

  Creating a New Enterprise (34)

  Franchise Opportunities Handbook (42)

**Evaluation:**

- Based on the knowledge gained in this unit, ask learners to decide on a type of business they would like to own and to justify their choices.

## Unit 5: Developing Marketing Strategy

**Target Student:**

Exploration level; advanced secondary; postsecondary, adult.

**Learning Outcome:**

Develop a marketing strategy for a chosen business.

**Key Topics:**

- Analysis of the market...demographics...who is the customer?... potential in geographic area...income spent on your product or service.
- Evaluation of the competition...strengths and weaknesses... estimated sales volume of each...plan for pulling customers from the competition.
- Estimated sales...consideration of factors affecting sales estimate...company image...pricing, product/service policies... customer services.
- Target customer...identification of customer to attract ... average income, age...buying habits and motives...comparison with competition's target customer.
- Product/service description...classifications, life cycle stages of product or service.
- Marketing mix...plan to combine product, place, price, and promotion in order to attract customers.
- Environmental factors...the uncontrollable factors that could affect your strategy...competition, economy, technology, government, supply and demand.
- Marketing strategy evaluation...evidence needed to determine the success of the marketing strategy...methods of collecting evidence...profits, sales, costs, customer satisfaction, budget.

**Learning Objectives:**

- Define the potential market for your product(s) or services(s).
- Estimate sales.
- Describe the target customer.
- Describe the product(s) or service(s) you will sell.
- Plan the marketing mix.
- Analyze relevant environmental factors.
- Plan for evaluation.

**Learning Activities:**

- Develop marketing objectives for a small business for three years.
- Design a marketing plan to achieve objectives.
- Identify evaluation procedures.
- Develop a budget for planned marketing activities.

**Resources:**

- Community Advisers

  Successful entrepreneurs

  SBA advisers

  Suppliers

- Instructional Modules

  The American Enterprise Series (1)

  Apparel Shop Entrepreneurship Learning Packages (2)

  Competency-Based Individualized Modules for Owner-Managers of Small Business Firms (3)

  Economics and Marketing Learning Activity Packages (4)

  Entrepreneurship Education, Vol. 1 (7)

  Minding Your Own Small Business, Vol. II (9)

  Program for Acquiring Competence in Entrepreneurship (PACE) (12)

- Booklets, Leaflets

  Small Business Management Series (19)

  Small Business Reporter (22)

- Books

  Strategic Planning in Emerging Companies (44)

  Starting Your Own Marketing Business (28)

  Creating a New Enterprise (34)

  Successful Management Strategies for Small Business (35)

  Administering the Closely Held Company (42)

Evaluation:

- Invite panel of community advisers to judge the quality of the learners' marketing plans.

## Unit 6: Selecting a Business Location

Target Student:

Exploration level; advanced secondary, postsecondary, adult.

Learning Outcome:

Choose a location for the business.

Key Topics:

- Factors that influence location...personal considerations, economic factors, population trends...accessibility to customers... competition.

- Considerations related to geographic area...types of business areas...product/service influence...customer profile.

  Specific site evaluation...nature of the area...traffic patterns and volume...rent/lease options...physical surroundings...site history.

- Building evaluation...physical condition...suitability of space...layout considerations...restrictive ordinances.

- Decision-making...collect information on alternate sites...evaluate alternatives...make tentative decision...check with advisers...make final investigations...select area, site, building.

**Learning Objectives:**

- Consider the factors that influence location.
- Choose a geographical area.
- Analyze specific sites.
- Evaluate buildings.
- Select area, site, building.

**Learning Activities:**

- Present information about factors that influence location.
- Plan field trips to analyze geographic areas of your community, specific sites, and buildings.
- Arrange for a real estate salesperson who is currently advertising a site location or building to explain the location considerations and conduct a tour of the building or site.
- Assign learners to interview entrepreneurs in businesses related to their chosen business to discuss the factors they considered before locating, and how they evaluated the building location.
- Conduct a traffic survey.
- Practice estimating annual sales.

**Resources:**

- Community Advisers

  SBA advisers

  Real estate sales representatives

- Instructional Modules

  Minding Your Own Small Business, Vol III (9)

  Program for Acquiring Competence in Entrepreneurship (PACE) (12)

- Booklets, Leaflets

  Small Business Management Series (19)

  Small Marketers Aids (20)

- Books

  Starting Your Own Marketing Business (28)

  Creating a New Enterprise (34)

Evaluation:

- Collect and analyze information on several locations and make a decision on the best business location.
- Conduct an evaluation conference between community adviser, teacher and individual learner.

## Unit 7: Financing the Business

Target Student:

Exploration level; advanced secondary, postsecondary; adult.

Learning Outcome:

Analyze financial needs for the business.

Obtain financing.

Key Topics:

- Start-up costs...estimating the dollar amount needed to open and continue for 18 months...personal cost-of-living budget.
- Projected income statement...for the first year by months...for the second and third years by quarters...comparing projected expenses with similar businesses.
- Cash flow calculation...projected monthly cash flow for first year...projected quarterly cash flow for second and third year.
- Required sales volume...calculation of the breakeven point for first year by months...for second and third years by quarters.
- Beginning balance sheet...estimated financial status of the business the day before it opens...total assets, liabilities, net worth.

- Types of available financing...equity financing...debt financing.
- Potential financing sources...friends, partners, shareholders, venture capital, small business investment companies, banks, finance companies, savings and loan companies, life insurance companies, government agencies.

**Learning Objectives:**

- Determine start-up costs for the business.
- Project business income and make expense comparisons.
- Estimate needed cash flow.
- Project required sales volume.
- Prepare beginning balance sheet.
- Consider types of available financing.
- Identify potential financing sources.

**Learning Activities:**

- Present information about the five types of information needed (dollar amount needed to open; estimated sales for first three years; estimated cash needed; estimated sales volume needed; estimated opening assets; liabilities, and net worth) and the five reports which provide the data (Statement of Financial Requirements, Annual and Monthly Income Statements, Annual and Monthly Cash Flow Analysis, Breakeven Analysis, and Beginning Balance Sheet).
- Develop a financial plan for the business.
- Review the major sources of business financing and the types of financing provided by each.
- Investigate possible sources for financing.
- Develop the five financial reports.
- Invite representatives of different types of lending agencies to discuss obtaining financing.
- Arrange for bank representatives to be interviewed by learners to compare interest rates and repayment possibilities.
- Provide samples of loan contracts for learners to complete for practice.

Resources:

- Community Advisers

  Experienced entrepreneurs

  SBA advisers

  Bankers

  Accountants

- Instructional Modules

  American Enterprise Series (1)

  Apparel Shop Entrepreneurship Learning Packages (2)

  Competency-Based Individualized Modules for Owner-Managers of Small Business (3)

  Entrepreneurship Education, Vols. 1&2 (7)

  Financial Management (8)

  Minding Your Own Small Business, Vols. I & II (9)

  Program for Acquiring Competence in Entrepreneurship (12)

  Small Business Management, Vol 2 (15)

  Small Business Ownership Management Entrepreneurship (17)

- Booklets, Leaflets

  Small Business Management Series (19)

  Small Business Reporter (22)

- Books

  Capital Resources Handbook (7)

  How to Computerize Your Small Business (26)

  Starting Your Own Marketing Business (28)

  Business Loans (32)

  Creating a New Enterprise (34)

Business (36)

Financing the Growing Business (37)

The Small Business Guide to Borrowing Money (38)

The Small Computer in Small Business (40)

Administering the Closely Held Company (44)

**Evaluation:**

- Invite financial advisers in the community to evaluate the five financial reports with the students and you.

## Unit 8: Selecting a Legal Structure

**Target Student:**

Exploration level; advanced secondary, postsecondary, adult.

**Learning Outcome:**

Identify the legal form of ownership for the business.

**Key Topics:**

- Types of business ownership...sole proprietorship...partnership ...corporation...cooperative.
- Factors that influence the choice of a legal structure... strengths and weaknesses of the various legal forms...partnerships to overcome entrepreneur weakness...preparation for conflict between partners.
- Decision-making...collection of information...sources of assistance...weigh and decide.
- Mechanics of filing for legal structure...where to go...what to do.

**Learning Objective:**

- Select a legal structure for the business.

**Learning Activities:**

- Present information about the legal forms of business ownership and the features of each.
- Use a chart to help learners make comparisons among the various structures.

- Compare the advantages and disadvantages of the legal forms.
- Invite an Internal Revenue representative, lawyer, or accountant to discuss the features of the various forms.

**Resources:**

- Community Advisers

  Experienced entrepreneurs

  SBA advisers

  IRS Advisers

  Lawyers

  Accountants

- Instructional Modules

  Program for Acquiring Competence in Entrepreneurship (12)

- Books

  Micro-Management (25)

  Starting Your Own Marketing Business (26)

  Creating a New Enterprise (32)

  How to Become Financially Successful by Owning Your Own Business (34)

  New Venture Creation (39)

**Evaulation:**

- Invite community advisers to evaluate each learner's choice of legal form of business and rationale; in conference with you and the student.

## Unit 9: Preparing a Business Plan

**Target Student:**

Preparation/Adaptation level; advanced secondary, postsecondary, adult.

**Learning Outcome:**

Develop a business plan for the business.

**Key Topics:**

- Purposes of a business plan...forces objective examination of a business opportunity ..for the would-be entrepreneur...for review by financial agencies or potential investors.
- Benefits of the plan...identifies financial needs...serves as management guide...teaches private enterprise system in operation ...develops decision-making skills.
- Parts of the plan..description of the business...marketing strategy...location, building...equipment personnel...financial plan...management plan.
- Sources of assistance...government sources...community advisers ...obtaining technical assistance.

**Learning Objectives:**

- Recognize the purposes of a business plan.
- Identify the benefits of the plan.
- Identify the components of the plan.
- Prepare a set of procedures and resources for completing a business plan. Develop a business plan for your business.
- Identify the types and sources of assistance needed for developing the plan. Analyze the assistance you need.
- Obtain technical assistance.

**Learning Activities:**

- Collect business plans; delete names & substitute fictitious ones, use as samples for instruction.
- Review sample plans and evaluate through instructional process.
- Invite entrepreneurs and financial agency representatives to confer with class members individually or in panel discussions.
- Focus attention to the need for decision-making throughout the development of the business plan.

Resources:

- Community Advisers

  Entrepreneurs

  Bankers

  Accountants

  SBA advisers

- Instructional Modules

  Entrepreneurship Education, Vol 2 (7)

  Minding Your Own Small Business, Vol II. (9)

  Program for Acquiring Competence in Entrepreneurship (PACE) (12)

  Small Business Management, Vol 2 (15)

- Booklets, Leaflets

  Small Marketers Aids (20)

  Starting and Managing Series (21)

  Small Business Reporter (22)

- Books

  Strategic Planning in Emerging Companies (25)

  Starting Your Own Marketing Business (28)

  The Insider's Guide to Small Business Resources (31)

  Creating a New Enterprise (34)

  How to Become Financially Successful by Owning Your Own Business (36)

Evaluation:

- Invite class members to present business plans individually to a panel of community advisers and you for evaluation.

## Unit 10: Managing Finances

Target Student:

Preparation/adaptation level; advanced post-secondary; adult.

Learning Outcome:

- Develop and manage accounting and recordkeeping systems.
- Manage customer credit and collection procedures.
- Plan for capitalization and loan procurement.

Key Topics:

- Financial monitoring...setting up a system for monitoring cash flow and accounts receivable...interpreting financial statements.
- Recordkeeping and accounting systems...fundamentals for establishing...training personnel...establishing and implementing credit and collections policy...computerization of financial records.
- Capitalization...how to plan for proper capitalization...sources for capitalization...evaluating and negotiating loan agreements ...guides for approaching financial sources.

Learning Objectives:

- Develop a financial monitoring system for your business.
- Develop a recordkeeping and accounting system for your business.
- Develop a training program to teach personnel to use the systems.
- Develop a five-year plan for capitalization in your business.

Learning Activities:

- Present information about financial monitoring, recordkeeping, accounting, and capitalization.
- Invite community advisers to provide guidance for each aspect of effective financial management.
- Formulate plans for developing and evaluating a financial monitoring system, recordkeeping procedures, and accounting procedures, with plans for training personnel to use the system properly.

Resources:

- Community Advisers

  Experienced entrepreneurs

  SBA advisers

  Bankers and financial company representatives

- Instructional Modules

  American Enterprise Series (1)

  Apparel Shop Entrepreneurship Learning Packages (2)

  Competency-Based Individualized Modules for Owner-Managers of Small Business (3)

  Entrepreneurship Education, Vols. 2 & 3 (7)

  Financial Management (8)

  Minding Your Own Small Business, Vol. IV (9)

  Program for Acquiring Competence in Entrepreneurship (12)

  Small Business Management, Vols. 2 & 3 (15)

  Small Business Ownership Management Entrepreneurship (17)

- Booklets, Leaflets

  Small Business Management Series (19)

  Small Marketers Aids (20)

  Small Business Reporter (22)

- Books

  Strategic Planning in Emerging Companies (25)

  How to Computerize Your Small Business (26)

  The Insider's Guide to Small Business Resources (31)

  Business Loans (32)

  Successful Management Strategies for Small Business (35)

How to Become Financially Successful by Owning Your Own Business (36)

Financing the Growing Business (37)

The Small Business Guide to Borrowing Money (38)

The Small Computer in Small Business (40)

Administering the Closely Held Company (42)

Evaluation:

- Invite a panel of community advisers to join you and each learner in evaluating the systems developed;
  - financial monitoring system
  - recordkeeping and accounting system
  - personnel training plan
  - five-year capitalization plan

## Unit 11: Marketing Management

Target Student:

Preparation/adaptation level; advanced postsecondary, adult.

Learning Outcome:

- Implement, evaluate and control the marketing plan.
- Apply the latest marketing technology.
- Manage the legal aspects of marketing.

Key Topics:

- The marketing plan's role in the company...organizing the marketing function...situation analysis...marketing research planning...establishing objectives and strategies...monitoring action steps for the marketing plan...advertising, sales promotion and personal selling, planning and monitoring...evaluating and updating the marketing plan.

- Marketing technology...how environmental changes create opportunities...monitoring recent technological developments for marketing opportunities...auditing and evaluating the total market activity...measuring, adjusting and controlling the plan in response to outside influences.

- Marketing and the law...current administration attitudes and enforcement of trade practice regulations...how restrictions and limitations affect marketing decisions...setting up a positive compliance program.

**Learning Objectives:**

- Apply the principles of implementing, evaluating and controlling the marketing plan to your business.
- Review current regulations and court decisions related to marketing in small businesses.
- Consider the implications of recent technological developments for small businesses.

**Learning Activities:**

- Present information about evaluating and controlling the marketing plan by management.
- Work with a group of learners or individually to analyze a case study related to implementation, evaluation, and control of a marketing plan in a small business.
- Collect reports of legal actions involving small businesses from entrepreneurship periodicals and ask community advisers to discuss them with the class members.
- Invite entrepreneurs or technology sales representatives to discuss recent developments and their implications.

**Resources:**

- Community Advisers

  Experienced entrepreneurs

  SBA advisers

  Lawyers

  Technology sales representatives

- Instructional Modules

  American Enterprise Series (1)

  Program for Acquiring Competence in Entrepreneurship (PACE) (12)

  Small Business Management, Vol. 2 (15)

Small Business Ownership Management Entrepreneurship (17)

- Booklets, Leaflets

  Small Marketers Aids (20)

  Small Business Reporter (22)

- Books

  Strategic Planning in Emerging Companies (25)

  How to Computerize Your Small Business (26)

  Successful Management Strategies for Small Business (35)

  Franchising: Proven Techniques for Rapid Company Expansion and Market Dominance (39)

  The Small Computer in Small Business (40)

  Administering the Closely Held Company (44)

**Evaluation:**

- Assign a case study for reinforcement of principles and techniques that will use group problem-solving.
- Written test to evaluate knowledge of principles, practices and concepts.

## Unit 12: Managing Sales Promotion

**Target Student:**

Preparation/adaptation level; advanced post-secondary, adult.

**Learning Outcome:**

Plan for monitoring and spending the sales promotion budget effectively.

**Key Topics:**

- Sales promotion campaigns...planning for consistency, cost-effectiveness, credibility, simplicity...positioning your product or service...transforming a theme into a coordinated campaign ...use of research in media selection...motivation of sales force...evaluation of sales promotion.

- Advertising management...advertising objectives and strategic planning...marketing research and advertising...sales promotion and advertising...evaluation of advertising...new ideas for advertising.

**Learning Objectives:**

- Develop an annual plan for sales promotion for your business.

**Learning Activities:**

- Present information about spending the sales promotion budget cost-effectively through planning, monitoring innovation, and evaluation.
- Work with learners to analyze a case study related to preparation and implementation of a sales promotion plan.
- Analyze small business sales promotion campaigns in the local community or reported in entrepreneurship periodicals.
- Invite advertising specialists to describe sales promotion campaigns that worked for small businesses, and to discuss costs.
- Ask learners to develop a sales promotion campaign for their businesses.

**Resources:**

- Community Advisers

  Experienced agency personnel

  Advertising agency personnel

- Instructional Modules

  American Enterprise Series (1)

  Apparel Shop Entrepreneurship Learning Packages (2)

  Competency-Based Individualized Modules for Owner-Managers of Small Business (3)

  Entrepreneurship Education, Vols. 2 & 3 (7)

  Program for Acquiring Competence in Entrepreneurship (PACE) (12)

- Booklets, Leaflets

  Small Business Bibliographies (18)

Small Business Management Series (19)

Small Marketers Aids (20)

Small Business Reporter (22)

- Books

How to Computerize Your Small Business (26)

The Small Computer in Small Business (40)

Evaluation:

- Written test on sales promotion management principles and practices.
- Invite a panel of community advisers to join you and individual class members to evaluate the sales promotion campaign plan.

## Unit 13: Managing Human Resources

Target Student:

Preparation/adaptation level; advanced postsecondary, adult.

Learning Outcome:

Develop leadership skills.

Develop an employment and training plan.

Plan for positive employee relationships.

Key Topics:

- Leadership skills...the roles of managers...decision-making... solving people problems...communicating effectively...planning and organizing...managing your time...delegating...analyzing leadership styles.
- Employee selection and employment...planning and organizing... dividing business into functions...job descriptions...employee sources...interviewing...assigning responsibilities.
- Employee training...identifying needs...sources of assistance ...developing training programs...delivery of training... evaluation.

- Employee relationships...motivating employees to increase productivity...developing good relations among employees... managing conflict...counseling employees...showing assertiveness without being overbearing...management-employee relationship ...appraisal of performance.

Learning Objectives:

- Develop a plan for selection and training of employees.
- Analyze your impact on others and apply findings to behavior.
- Develop a plan for employee motivation.

Learning Activities:

- Present information about leadership skills, motivation, types of management behavior.
- Use human resource development methods to develop students' insights concerning their impact on others, the consequences of their behavior and to identify strengths and weaknesses.
- Use role-playing methods to act out various parts of on-the-job situations followed by discussions of behavior.
- Present information about employment and supervision principles and practices.
- Offer assistance to learners for developing a plan for employment, supervision, and training of employees.

Resources:

- Community Advisers

  Experienced entrepreneurs

  SBA advisers

  Personnel specialists

  Human resource specialists

- Instructional Modules

  American Enterprise Series (1)

  Apparel Shop Entrepreneurship Learning Packages (2)

  Competency-Based Individualized Modules for Owner-Managers of Small Business (3)

Entrepreneurship Education, Vol. 2

Program for Acquiring Competence in Entrepreneurship (PACE) (12)

Small Business Ownership Management Entrepreneurship (17)

- Booklets, Leaflets

Small Business Bibliographies (18)

Small Business Management Series (19)

Small Marketers Aids (20)

Small Business Reporter (22)

- Books

How to Computerize Your Small Business (26)

Micro-Management (27)

Creating a New Enterprise (34)

Successful Management Strategies for Small Business (35)

The Small Computer in Small Business (40)

New Venture Creation (41)

Administering the Closely Held Company (44)

Evaluation:

- Written test on principles and practices of leadership, selection and employment skills, supervision skills, and employee training.
- Identify a panel of advisers to review and evaluate leadership improvement plan, employee selection and procedures plan, and employee training plan.

## Unit 14: Managing Sales

Target Student:

Application/adaptation level; advanced postsecondary, adult.

Learning Outcome:

Develop strategies to professionalize the personal selling process in your business.

**Key Topics:**

- Professional selling...special skills needed to sell your product(s) or service(s)...product/service knowledge...team selling...knowing the competition...managing the technical sale ...persuasion techniques...overcoming objectives...negotiation methods...time and territory management...sales presentations to groups...psychology in selling.

- Salesforce training and motivation...factors affecting sales compensation plans...types of compensation...fostering self-motivation...recruiting, training salespeople...building personal relationships...supervision techniques to motivate...appraisal and counseling of sales force.

**Learning Objectives:**

- Analyze selling in your firm and identify the special skills needed to sell your product(s) or service(s).

  Develop procedures for recruiting and hiring the sales force.

  Develop a plan for initial training and regular professional development of sales personnel.

**Learning Activities:**

- Present information about management's role in planning for coordinating the selling function with the company sales promotion efforts.

- Use case applications to illustrate how selling techniques are applied in different settings and for different products and services.

- Assign selling projects for class members to demonstrate the unique applications of selling techniques in their businesses.

- Use videotaped practice sessions to develop skills in analyzing sales techniques and prescribing means for improvement.

- Present information to help individuals learn the management principles, methods and techniques for motivating sales personnel.

- Ask class members to develop a sales training and compensation plan for their business.

Resources:

- Community Advisers

  Experienced entrepreneurs

  SBA advisers

  Sales managers

  Training personnel

- Instructional Modules

  Program for Acquiring Competence in Entrepreneurship (PACE) (12)

- Booklets, Leaflets

  Small Business Bibliographies (18)

  Small Business Management Series (19)

  Small Marketers Aids (20)

  Small Business Reporter (22)

- Books

  How to Computerize Your Small Business (26)

  Micro-Management (27)

  The Small Computer in Small Business (40)

Evaluation:

- Show video-taped selling sequences and ask learners to evaluate sales techniques and suggest improvements.
- Invite a panel of sales training specialists, sales managers, and/or entrepreneurs to evaluate sales training and compensation plans.

## Unit 15: Managing Customer Relations

Target Student:

Application/adaptation level; advanced postsecondary, adult.

Learning Outcome:

Develop a system for building good customer relations.

Key Topics

- The customer service function...the role of customer services as a part of the selling function...developing policies and techniques for responding to customer problems...identifying customer personality types...adapting services to customer needs...telephone communication...personal customer contacts...letters to customers...relationships with community organizations.

- Developing customer service skills in employees...establishing standard procedures...training in problem-solving techniques... using customer service as a communication tool...measuring customer service performance...providing technical services.

- Customer service in service industries...organization of customer service...building repeat business through customer service... relationships between customer service and other company functions...procedures for handling customer problems...measuring customer service productivity.

- Handling customer complaints...trends in customer attitudes and expectations...how they affect your company...government regulations related to consumers...administering warranties...establishing and communicating company policies in handling customer complaints...training personnel to build positive relationships through customer complaints.

Learning Objectives:

- Establish policies and procedures for handling customer services in your business.

- Develop a training and supervision plan to implement customer service procedures in your business.

Learning Activities:

- Present information about the customer service function and its importance to the selling function.

- Use case histories to illustrate the company's obligation to customers and how customer services affect sales volume and profit.

- Discuss the factors that influence customer service requirements and standards, setting and enforcing policies, using standards and employee performance for appraisal and counseling.

- Ask learners to develop a system for managing customer services in their business.

Resources:

- Community Advisers

  Experienced entrepreneurs

  Personnel or training specialists

- Booklets, Leaflets

  Small Business Management Series (19)

  Small Marketers Aids (20)

  Small Business Reporter (22)

- Books

  Successful Management Strategies for Small Business (35)

Evaluation:

- Use case histories to explore situations and evaluate actual techniques for delivering customer services.
- Invite a panel of specialists to join you in evaluating the individual class members' plans for customer services.

## Unit 16: Protecting the Business

Target Student:

Application/adaptation level; advanced postsecondary, and adult.

Learning Outcome:

Develop a plan for risk management and security.

Key Topics:

- Risk management and business insurance...types of risk faced by small businesses...types of business insurance...estimating cost effectiveness...planning an insurance program...selecting a company or companies.
- Protection against theft and crime...employee pilferage...check fraud...shoplifting...burglary...protective measures...guarding cash...policies to minimize losses...training employees to minimize losses...taking legal action.

Learning Objectives:

- Establish policies and procedures for managing security practices in your business.
- Determine kinds of insurance you need for your business and estimate costs.

Learning Activities:

- Present information about risk management and security measures.
- Use case histories to present problems and to discuss planning for insurance and procedures for minimizing theft and crime.
- Ask learners to develop a risk management and security plan for their businesses.

Resources:

- Community Advisers

  Experienced entrepreneurs

  SBA advisers

  Insurance company representatives

  Security agencies

- Instructional Modules

  Competency-Based Individualized Modules for Owner-Managers of Small Business (3)

  Program for Acquiring Competence in Entrepreneurship (PACE) (12)

- Booklets, Leaflets

  Small Marketers Aids (20)

  Small Business Reporter (22)

Evaluation:

Invite a panel of entrepreneurs and/or security specialists and insurance representatives to assist you in evaluating each class member's plan for risk management and security.

# Section IV
# References

This section includes an annotated listing of the resource materials referenced in the Unit-By-Unit Plan in Section III. Each annotated resource is numbered and the number is included after the listings in Section III. The resource materials are annotated in the same categories used in Section III — **Instructional Modules, Booklets and Leaflets, Books and Films.** The section also includes a complete listing of entrepreneurship periodicals and associations or agencies whose services are related to entrepreneurship.

Please note that the availability and prices of the references listed are subject to change. If you are interested in a particular item, it is suggested that you contact its source as listed for a current availability and price list.

## Instructional Modules

The following instructional modules were developed to teach the skills of entrepreneurship. All but one of the resources were developed with federal or state vocational education funds (#10 was developed by the education division of a business insurance organization.)

1. The American Enterprise Series, Center for Occupational Curriculum Development. Austin, Texas: The University of Texas, 1976. Division of Extension, Instructional Materials Center, Austin, Texas 78700.

Includes six student manuals, six instructor's guides, six pretests, post tests and answer keys. Student Manual - $5.00. Instructor Guide - $4.50.

This series is designed for eleventh - or twelfth-grade students or for post-secondary students. Series titles are:

The Selling Function

The Marketing Function

The Promotion Function

The Management Function

Merchandising and Buying

Financial Management

2. Apparel Shop Entrepreneurship (ASE) Learning Packages. Kathryn M. Greenwood, Oklahoma State University. 1979.

Five learning packages containing a total of thirteen modules on business organizations. $10.00 per set. Available from Curriculum Development Center, State Department of Vocational-Technical Education, Stillwater, OK 74047.

Modules: Entrepreneurship

Store Profiles

Financial Statements

Financing the Store

Record Keeping

Merchandise Plan

Buying Plan

Store Plan

Store Layout and Fixturing

Management Decisions

Store Employees

Advertising and Promotion Budget

Selection of Media and Activities

3. Competency-Based Individualized Models for Owners Managers of Small Business Firms. Barry L. Reece and Richard L. Lynch, Virginia Polytechnic Institute and State University, Blacksburg, VA. Available from The Vocational Studies Center, University of Wisconsin-Madison,Madison, WI 53706.

Twelve self-instructional modules focus on the concepts necessary for successful busniess management. Each module features an audio cassette presentation, reading materials, and selected learning activities. The titles of the instructional modules:

"Success in Business: Luck or Pluck"

"Determining Capital Needs"

"Estimating Your Business Potential"

"Creating an Effective Business Image"

"Planning Your Advertisement Investment"

"Developing Ads that Produce Results"

"Improving Profits Through Effective Management"

"Selecting and Training Employees"

"Merchandising: The Key to Greater Profits"

"Business Records: Good Medicine Tastes Bad"

"Assessing the Health of Your Business"

"Protection for You and Your Business"

4. Economics and Marketing Learning Activity Packages. IDECC. The Ohio State University, 1654 W. First Avenue, Columbus, Ohio 43212. Complete set of 24 LAPs, including teacher and student materials.

Individualized student learning activity packages and teacher's guides to provide student with a basic working knowledge of general economics and marketing concepts. The following titles are recommended for entrepreneurship:

Marketing Fundamentals

LAP 5 and "What" and "Why" of Marketing

LAP 6 Marketing Functions

LAP 7 Profiting from Profits

LAP 8 Business Risks

Products and Prices

LAP 3 Product Utility

LAP 9 Market Price

LAP 10 Supply and Demand

LAP 11 Competition

Marketing Goods and Services

LAP 12 Market Identification

LAP 18 Channels of Distribution

LAP 13 Marketing Strategies

LAP 14 Promotional Mix

LAP 20 Business Cycles

Random Access Test Bank (RATB) for Economics and Marketing

An unlimited number of test items for each Economics and Marketing unit or major topic. Each test item is designed to evaluate competencies for a specific occupation or occupational cluster. Only multiple-choice test items availabe. Each test includes a descriptive test key. Additional types of items will be available in the future. Complete details on costs available from IDECC.

5. Entrepreneurship: A Senior High School Home Economics Career Exploration Unit. Alyce M. Fanslow and Cheryl W. Compton. Iowa State University of Science and Technology, Ames. Department of Home Economics. Available from University Bookstore, Memorial Union, I.S.U., Ames, IA 50011. $6.70. ED 205 722.

An instructional guide developed to assist home economics teachers incorporate entrepreneurship as a career option into their programs. The guide includes 15 topics with objectives, generalizations, classroom activities, background information for teachers, student work sheets, reference sheets, vocabulary lists, and achievement tests. Topics include: nature of small business; goal-setting; product determination; advertising; business location; expenses and capital; types of business organizations; financial management; record keeping; customer and employee relations; self-evaluation of small business ownership.

6. Entrepreneurship Training Components for Vocational Education. Institute for Research, Palo Alto, California. 1981. Available from The Vocational Studies Center, University of Wisconsin, Madison 53706 and the American Vocational Association, 2020 N. 14th St., Arlington, VA 22201. Thirty-six entrepreneurship instructional modules for use in the seven major vocational disciplines at the secondary level. The series includes a core module that presents basic business skills appropriate to owning any small business and 35 business-specific modules that introduce students to the career option of owning specific small businesses related to the major vocational disciplines.

Modules:
1. Getting Down to Business (core module)
2. Farm Equipment Repair
3. Tree Service
4. Garden Center
5. Fertilizer and Pesticide Service
6. Dairy Farming
7. Apparel Store
8. Gourmet Food Store

9. Travel Agency
10. Bicycle Store
11. Flower Store
12. Business and Personal Services
13. Innkeeping Operations
14. Nursing Service
15. Wheelchair Transport Service
16. Health Spa
17. Answering Service
18. Secretarial Service
19. Bookkeeping Service
20. Computer Programmer
21. Word Processing Service
22. Restaurant Owner
23. Day Care Center
24. Housekeeping Service
25. Sewing Service
26. Home Attendant Service
27. Guard Service
28. Pest Control
29. Energy Specialist
30. Cosmetology
31. Automobile Mechanic
32. Welder
33. Construction Electrician
34. Carpenter
35. Plumber
36. Air Conditioning, Refrigeration, Heating Mechanic

7. Entrepreneurship Education. Vols. 1-3. Thomas Scanlan, Henry Sredl, and Nancy Flexman. Illinois State Board of Education. Department of Adult, Vocational, and Technical Education, Springfield, IL 62777.

Three volumes designed to aid instructors and counselors of students considering starting Businesses or making other career changes. They are geared primarily for use at the adult and community college levels, but are adaptable for younger students.

Volume 1. "Learning the Skills" contains nineteen fifty-minute classroom sessions and addresses eight personal skills needed by entrepreneurs. Management skills are introduced and integrated with entrepreneurial skills. The volume includes lesson plans, visual aids and learning activities.

Volume 2. "Applying the Skills" sets out a structure and resource for projects such as business location, obtaining capital, keeping records, advertising.

Volume 3. "Supplementary Readings" contains suggested reading materials related to management skills. These readings can be incorporated into classroom sessions and out-of-class activities.

8. Financial Management. 1976. Stephen R. Lucan et al. Austin, Texas: University of Texas, Center for Occupational Curriculum Development., $15.00.

Set of 132 transparencies and user's guide acquaints the learner with the elements of financing a business. Coordinated with the Student Manual in the American Enterprise System (#1).

9. Minding Your Own Business, Vols. 1-4. CRC Education and Human Development, Inc. Belmont, MA. 1979. Superintendent of Documents, U.S. Government. Washington, DC 20402.

Four volumes suitable for secondary and post-secondary students.

Volume I. Minding Your Own Business. Intended for exploration of entrepreneurship as a career option. Discussion of the entrepreneurship roles in the business world. Discussion of financing, recordkeeping, marketing, inventory, purchasing, and setting prices in pricing and employment. GPO #017-080-02000-9. $10.00.

Volume II. Something Ventured, Something Gained: An Advanced Curriculum in Small Business Management. Intended for students with some background in business who plan to enter self-employment. Students investigate the problems and opportunities awaiting them in a particular venture of their choosing. Students are required to find a business adviser and research the market for that business's goods and services. GPO #017-080-0 2002-5. $9.50.

Volume III. Location Decisions: A Simulation. An in-class simulation game designed to acquaint students with the process of decision making as applied to the task of finding the best available location for a new business. GPO #017-080-02011-7. $6.50.

Volume IV. Mini-Problems in Entrepreneurship. Individual and class activities for the enhancement of communication skills, problem-solving, recordkeeping, self-assessment, and ethics. The problems are coordinated with each unit of the core curricula. Contains a set of problems encountered by women and minority groups in self-employment. GPO #017-080-02003-3. #5.50.

10. Operating Your Own Business: Instructor Guide. University of Missouri, Instructional Materials Laboratory, Columbia, MO 65201 $4.00. ED 195 806

Secondary distributive education performance-based instructional guide contains 19 units. Includes information sheets, assignments sheets, transparency masters, teacher reference sheets. Includes terminal and enabling objectives and pre- and post-assessment instruments. Topics include types of business organization, legal forms, determining customer potential. Heavy emphasis on location, layout, traffic analysis, allocation of selling space, arrangement, equipment and fixtures, merchandise planning and budgeting. Also includes topics on financing, government and business.

11. Preparing for Entrepreneurship. Kenneth L. Rowe and Roger W. Hutt. Arizona State University, Tempe. 1979. ED 201 751

Instructional guide for entrepreneurship at secondary, post-secondary and adult levels. Includes a teacher's guide with learning activities for students arranged in 13 units. Topics include legal forms; sources of assistance; finance; location; building equipment; layout; advertising; pricing and credit; inventory; accounting; and protection.

12. PACE (Program for Acquiring Competence in Entrepreneurship). The National Center for Research in Vocational Education, Columbus, OH. (revised).

A series of 18 self-contained, individualized modules at each of three levels of entrepreneurship, designed for middle-school, secondary, and post-secondary students. Organized in three levels for (1) initial exposure, (2) exploration, and (3) preparation/application skill development. A teacher's guide includes instructions for managing the system, glossary, and resources. Available from Publications Office, The National Center for Research In Vocational Education, 1960, Kenny Road, Columbus, OH 43210. Publication date: September, 1983. Revised modules listed below. Each module is available at all three levels.

1. Understanding the Nature of Small Business
2. Determining Your Potential as an Entrepreneur
3. Developing the Business Plan
4. Obtaining Technical Assistance
5. Choosing the Type of Ownership
6. Planning the Marketing Strategy
7. Locating the Business
8. Financing the Business
9. Dealing with Legal Issues
10. Complying with Government Regulations
11. Managing the Business
12. Managing Human Resources
13. Promoting the Business
14. Managing Sales Efforts
15. Keeping the Business Records
16. Managing the Finances
17. Managing Customer Credit and Collections
18. Protecting the Business

13. Project TEAMS (Techniques and Education for Achieving Management Skills): Independent Bussiness Owners/Managers. Platte Technical Community College, NE. No printed copy available. ED 201 813

Instructional materials consisting of five units for increasing the management skills of independent business owner/managers. Includes topics on personal characteristics of successful owners;

knowledge of self and chosen field; ethics; and problem-solving, risk taking, research and development, incorporating. Contains objectives, suggested activities, transparency masters, assignment sheets, review sheets, references.

14. Risk Management and Business Insurance. Insurance Information Institute, New York. 1980. Free.

A student guide addressed to would-be entrepreneurs, the publication includes an educator's guide and a correlated sound filmstrip. Teacher's guide is also available.

15. Small Business Management: Development, Demonstration, and Evaluation of Management Education Programs for Small Business Entrepreneurs, Including Minorities, Vols. 1-4. Edgar A. Persons and Gordon I. Swanson. University of Minnesota, St. Paul, MN 55108. 1976.

Outlines a complete program of instruction. Available from Divisions of Agricultural Education, 130 Classroom-Office Building, University of Minnesota, St. Paul, MN 55108.

Volume 1 - Instructor's Manual

Volume 2 - Business Analysis, 2nd. ed., 1978

Volume 3 - Curriculum and Addendum

Volume 4 - Final Report

This adult education program was developed for family farm ownership. The materials are designed for a three-year program, consisting of classroom and individual instruction. During the first year, the emphasis is on accurate recordkeeping. During the second year, the records are analyzed in detail. Business reorganization, based on the analysis, is encouraged in the third year.

16. Small Business Management, Going-Into-Business Modules. Edgar A. Persons and Gordon I. Swanson. University of Minnesota. St. Paul, MN 55100. 1978.

These modules are designed to be "dropped into" ongoing technical programs or to be offered as a short-term course for adults.

17. Small Business Ownership Management Entrepreneurship. Arkansas State Department of Education, Little Rock Division of Vocational, Technical, and Adult Education. 1978.

A guide for instruction in the basics of entrepreneurship, intended for use in adult, secondary and post-secondary programs. Twelve topical areas are presented:

Business Finance
Business Financial Planning

Business Outlook
Financial Records Management
Human Relations
Insurance
Modern Marketing for Small Businesses
Paperwork Management
Personal and Family Financial Management
Personnel Management
Property Management
Taxation and Tax Planning

Each unit contains objectives, suggested activities, instructional materials, tests, and keys.

Booklets and Leaflets

The following booklets and leaflets are available from the Small Business Administration field offices in major cities nationwide or from the SBA, P.O. Box 15434, Fort Worth, TX 76119. Publications can be ordered by telephoning 1-800-433-7272.

Small Business Bibliographies.

These leaflets furnish reference sources for individual types of businesses.

Handicrafts
Home Businesses
Selling by Mail Order
Marketing Research Procedures
Retailing
Statistics and Maps for National Market Analysis
National Directories for Use in Marketing
The Nursery Business
Recordkeeping Systems - Small Store and Service Trade
Basic Library Reference Sources
Advertising - Retail Store
Food Stores
National Mailing-List Houses
Retail Credit and Collections
Drugstores
Buying for Retail Stores
Mobile Homes Parks
Bookstores
Apparel and Accessories for Women, Misses, and Children
Trucking and Cartage
Hobby Shops
Wholesaling
Training Commercial Salesman
Automation for Small Offices
Photographic Dealers and Studios

Motels
Manufacturers' Sales Representative
Machine Shop - Job Type
Personnel Management
Inventory Management
Tourism and Outdoor Recreation
Recreation Vehicles
Small Store Planning and Design
Data Processing for Small Businesses
Purchasing for Owners of Small Plants
Training for Small Business
Financial Management
Manufacturing Management
Marketing for Small Business

19. Small Business Management Series

The booklets in this series provide discussions of special management problems of small companies.

| | | |
|---|---|---|
| #1 | An Employee Suggestion System for Small Companies | $1.10 |
| #3 | Human Relations in Small Business | $1.60 |
| #4 | Improving Material Handling in Small Business | $1.25 |
| #15 | Handbook of Small Business Finance | $1.50 |
| #20 | Ratio Analysis for Small Business | $1.80 |
| #22 | Practical Business Use of Government Statistics | $1.40 |
| #25 | Guides for Profit Planning | $1.90 |
| #26 | Personnel Management Guides for Small Business | $1.10 |
| #27 | Profitable Community Relations for Small Business | $1.50 |
| #28 | Small Business and Government Research and Development | $1.25 |
| #29 | Management Audit for Small Manufacturers | $1.60 |
| #30 | Insurance and Risk Management for Small Business | $2.10 |
| #31 | Management Audit for Small Retailers | $1.80 |
| #32 | Financial Recordkeeping for Small Stores | $2.50 |
| #33 | Small Store Planning for Growth | $2.40 |
| #34 | Selecting Advertising Media--A Guide for Small Business | $2.75 |
| #35 | Franchise Index/Profile | $2.00 |
| #36 | Training Salesmen to Serve Industrial Markets | $2.20 |
| #37 | Financial Control by Time-Absorption Analysis | $2.50 |
| #38 | Management Audit for Small Service Firms | $1.80 |
| #39 | Decision Points in Developing New Products | $1.00 |

20. Small Marketers Aids. Free

These leaflets provide suggestions and management guidelines for small retail, wholesale, and service firms.

#25 Are you Kidding Yourself About Your Profits?
#71 Checklist for Going Into Business
#105 A Pricing Checklist for Managers
#110 Controlling Cash in Small Retail and Service Firms

#111 Interior Display: A Way to Increase Sales
#113 Quality and Taste as Sales Appeals
#116 How To Select a Resident Buying Office
#118 Legal Services for Small Retail and Service Firms
#119 Preventing Retail Theft
#121 Measuring the Results of Advertising
#123 Stock Control for Small Stores
#124 Knowing Your Image
#126 Accounting Services for Small Service Firms
#127 Six Methods for Success in a Small Store
#128 Building Customer Confidence in Your Service Shop
#129 Reducing Shoplifting Losses
#130 Analyze Your Records to Reduce Costs
#132 The Federal Wage-Hour Law in Small Firms
#133 Can You Afford Delivery Service
#134 Preventing Burglary and Robbery Loss
#135 Arbitration: Peace-Maker in Small Business
#137 Outwitting Bad Check Passers
#138 Sweeping Profit Out the Back Door
#139 Understanding Truth-in-Lending
#140 Profit By Your Wholesalers' Services
#141 Danger Signals in A Small Store
#142 Steps in Meeting Your Tax Obligations
#143 Factors in Considering A Shopping Center Location
#144 Getting the Facts for Income Tax Reporting
#145 Personal Qualities Needed to Manage a Store
#146 Budgeting in a Small Service Firm
#147 Sound Cash Management and Borrowing
#148 Insurance Checklist for Small Business
#149 Computers for Small Business - Service Bureau or Time Sharing
#150 Business Plan for Retailers
#151 Preventing Embezzlement
#152 Using a Traffic Study To Select a Retail Site
#153 Business Plan for Small Service Firms
#154 Using Census Data to Select a Store Site
#155 Keeping Records in Small Business
#156 Marketing Checklist for Small Retailers
#157 Efficient Lighting in Small Stores
#158 A Pricing Checklist for Small Retailers
#159 Improving Personal Selling in Small Retail Stores
#160 Advertising Guidelines for Small Retail Firms
#161 Signs and Your Business

21. Starting and Managing Series

This series is designed to help the small entrepreneur to "look before leaping" into a business. The first booklet deals with the subject in general terms. Each of the other booklets deals in detail with a specific type of business.

| | | |
|---|---|---|
| # 1 | Starting and Managing A Small Business of Your Own | $2.40 |
| #14 | Starting and Managing a Carwash | $1.10 |
| #19 | Starting and Managing a Pet Shop | $ .75 |
| #20 | Starting and Managing a Small Retail Music Store | $1.30 |
| #22 | Starting and Managing an Employment Agency | $1.30 |
| #24 | Starting and Managing a Small Shoestore | $1.35 |

The following series of booklets is available from Bank of America, Department 3120. P.O. Box 37000, San Francisco, California 94137 at a cost of $1.00 each.

22. Small Busines Reporter.

This series of reports describes the various aspects of management and operations encountered in small business ownership.

"Advertising Small Business"
"Apparel Store"
"Auto Supply Stores"
"Avoiding Management Pitfalls"
"Bars and Cocktail Lounges"
"Beating the Cash Crises"
"Bookstores"
"Building Maintenance Services"
"Business Management: Advice from Consultants"
"Cash Flow/Cash Management"
"Consumer Electronics Centers"
"Crime Prevention for Small Business"
"Dry Cleaning Services"
"Establishing an Accounting Practice"
"Equipment Leasing"
"Exporting"
"Financing Small Business"
"Franchising"
"Gift Stores"
"The Handcraft Business"
"Hairgrooming/Beauty Salons"
"Health Food Stores"
"Home Furnishing Stores"
"How to Buy or Sell a Business"
"Independent Camera Shops"
"Mail Order Enterprise"
"Management Succession"
"Marketing New Product Ideas"
"Mobilehome Parks"
"Plant Shops"
"Property Management"
"Restaurants and Food Services"
"Sewing and Needlecraft Centers"
"Shoe Stores"
"Steps to Starting a Business"
"Toy and Hobby/Craft Shops"
"Understanding Financial Statements"

The following resources are available free from the Office of Chief Counsel for Advocacy, U.S. Small Business Administration, 1441 L St., N.W., Washington, DC 20416.

23. Alternate Strategies for Implementing Entrepreneurship Education at Local Education (LEA) Level: An Approach for the Eighties, and

24. Introducing Entrepreneurship As A Career Option Into The High School Curriculum.

Books

The following commercial publications deal extensively with the various aspects of entrepreneurship, as indicated:

25. Brandt, Steven C. Strategic Planning in Emerging Companies. Reading, MA: Addison Wesley, 1981. $15.95

This book addresses the topic of strategic planning. Although it is theoretical, it sets up a useful framework to help small business owner-managers formulate long-term strategy for future growth.

26. Choen, Jules A. How to Computerize Your Small Business. Englewood Cliffs, NJ, Prentice-Hall, 1980. Paperback, $7.95.

A useful introductory text discussing computers as a realistic alternative in small business.

27. Delaney, William. Micro-Management. New York: AMACO, 1981. $14.95.

How to solve the management problems of growing companies. Intended for those seriously considering entrepreneurship or present owners, it reviews the qualities needed by the entrepreneur, goal definition and planning, sources of information, choosing partners, motivating employees, types of legal structure, securing start-up capital, typical early problems, delegating authority, and decision-making.

28. Ely, Vivien K. and Michael T. Barnes. Starting Your Own Marketing Business. New York: McGraw-Hill, 1978. $5.48 Teachers Manual and Key, $3.00.

The central theme of this book is the preparation of a business plan. The text-workbook takes the potential entrepreneur through every step of the business-planning process from examination of personal characteristics, to business conceptualization, through grand opening. Readers are asked to investigate and answer in detail checklists of questions, filing the answers and resulting forms for later use in the business plan. A case study is provided to help would-be entrepreneurs understand financial statements.

29. Ewing, Samuel D., Jr. and Clifton H. W. Maloney. Capital Resource Handbook: A Guide to Raising Capital for Minority Entrepreneurs, 2nd Edition. Available from Securities Industry Minority Capital Foundation, Washington, DC 20024. $5.00. (11-100 copies-$2.00 each; 100 or more copies-$1.00 each) ED 198 324

A guide to raising capital for minority entrepreneurs and a listing of sources that provide such capital. Gives points to consider when presenting a financial proposal and a sample proposal.

30. Finn, Richard P. Your Fortune in Franchising. Chicago: Contemporary Bookd, 1979. Paperback $4.95.

An introductory text providing guidelines for investigating franchise opportunities and explaining the mechanics for entering. It also discusses opportunities in franchising for minorities and women.

31. Gumpert, David E. and Jeffrey A. Timmons. The Insiders' Guide to Small Business Resources. New York: Doubleday, 1982. $24.95.

The book is written to help entrepreneurs locate the sources of assistance available to them. It includes sources of education and training, consultants, federal, state and local government agencies, commercial financing, venture capital, government procurement, international trade, lobbying and service organizations, and it includes sources of information for minority businesses and women.

32. Hayes, Rick Stephen. Business Loans, 2nd Edition. Boston: CBI Publishing Co., 1980. Paperback #12.50.

A guide to money sources and how to approach them successfully; accounting, finance, and taxation; written in common, everyday language. It explains step-by-step the process of making a loan presentation to a lender and prepares the entrepreneur for the people and environment to be expected in private and government lending agencies.

33. Henward, DeBanks M., III and William Ginalski. The Franchise Option. Phoenix: Franchise Group Publishers, 1979. $34.50.

This book describes what franchising is, how it works, what it takes to be successful and how to undertake the development of a franchise system. The legal technicalities are made clear by giving the essentials in non-technical language.

34. Hutt, Roger W. Creating A New Enterprise. Cincinnati, Ohio: South-Western Publishing Co., 1982.

An introduction to the concept of entrepreneurship as a career opportunity, this book is designed for prospective entrepreneurs. Topics covered include introduction to entrepreneurship; advantages and disadvantages of entrepreneurship; characteristics of successful entrepreneurs, and roads to business ownership; ideas for new

businesses; competition, legal forms and ways to get the work done; the business plan, sales volume, location, marketing strategy; and financial planning. Filmstrip/cassette sold separately.

35. Krentzman, Harvey C. Successful Management Strategies for Small Business. Englewood Cliff, NJ: Prentice-Hall, 1981. Hardback #13.95, Paperback $6.95.

Written by the founder of SBA's SCORE program, the book is designed for self-education of small business managers. The chapter breakdown makes quick referral possible: marketing, merchandising, advertising, sales promotion, credit and collections, purchasing and inventory management, accounting and statistics, budgeting and expenses control, taxation, insurance, legal aspects, outside resources.

36. Lowry, Albert J. How to Become Financially Successful by Owning Your Own Business. New York: Simon and Schuster, 1981. $14.95.

This book provides a thorough and competent chapter on developing the business plan. It is devoted to the mechanics of financing a small business, including financial ratios, cash flow, and taxation. It includes information about legal structure, the role of computers and buying a business.

37. Martin, Thomas J. Financing the Growing Business. New York: Holt, Rinehart and Winston, 1980. $15.95.

Covers the financing alternatives open to small business from securing start-up capital through early financing, bank financing, second-round and long-term financing. Covers major sources of capital and how much equity to give up for needed capital. Includes sample loan agreement and assistance for preparing financing proposals. Actual cases show how small business owners have raised capital, and what investors or lenders look for before deciding to lend or invest.

38. Rubin, Richard L. and Philip Goldberg. Business Guide to Borrowing Money. New York: McGraw-Hill, 1980. $19.95.

Designed for would-be and experienced entrepreneurs, the book describes the pitfalls of borrowing and suggestions for obtaining the "fastest and best" financing. It provides the advantages and disadvantages of the major types of financing, with guidelines for approaching financing sources.

39. Seltz, David. Branchising: Proven Techniques for Rapid Company Expansion and Market Dominance. New York: McGraw-Hill, 1980. $24.95.

The book presents a variety of ideas to serve as general information guidelines for "branching out" the development of a business expansion program. It can serve as an "idea activator" to develop and

plan for new profit centers in response to current trends; to increase cash flow by attracting entrepreneurial managers to the business—branch operators, who invest in the business and still maintain their status as independents.

40. Smith, Brian R. The Small Computer in Small Business. Brattleborough, VT: Stephen Greene Press, 1981. $12.50.

A guide to selection and use, the book serves as a primer for small business owners or would-be entrepreneurs who want to gain a basic knowledge of computers and how they can help small businesses. It is written in clear non-technical language about computers in the price range from $2,500 to $25,000, including the programs that make each machine function.

41. Timmons, Jeffrey A., Leonard E. Smallen, and Alexander L. M. Dinger. New Venture Creation. Homewood, IL: Richard D. Irwin, 1977. Paperback $19.50.

This is a college-level workbook-text, but it provides guidance for entrepreneur assessment of personal strengths and weaknesses, and for securing feedback about personal qualifications from trusted friends and associates. It recommends partnerships to improve the chances for success and provides guidance for partnership operation.

42. U.S. Department of Commerce. Franchise Opportunities Handbook. Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. August, 1981. Published annually, $10.00.

Lists all current franchise opportunities in this country. Describes the company, equity capital needed, training provided, managerial assistance available.

43. Vesper, Karl H. New Venture Strategies. Englewood Cliffs, NJ: Prentice-Hall, 1980. Hardback $18.95; paperback $12.95.

This book presents the psychological and social factors that motivate entrepreneurs and describes the career stages at which entrepreneurship is most attractive. It also discusses the advantages and disadvantages of partnership.

44. Welsh, John A.and Jeffy F. White. Administering the Closely Held Company. Englewood Cliffs, NH: Prentice-Hall, 1980. $39.50.

This book addresses problems from the perspective of the small business owner-manager and recommends techniques for arriving at practical and acceptable solutions for each problem. The book is organized around four major management topics: people, money, selling and production. It discusses how to avoid financial difficulties by monitoring cash flow and accounts receivable; provides information for reducing taxes, measuring and improving productivity, and inventory management.

**Films**

The following visuals on entrepreneurship are available for purchase or rental from the Chamber of Commerce of the United States, 1615 H Street, N.W., Washington, DC 20006.

"Small Business Keeps America Working" (28 min., available on 16mm film and on 3/4", VHS or BETA Videocassette). Rental (16mm format only): $10/3 days, $15/7 days. Purchase: $175 for 16mm/$150 for videocassette.

Emphasizes that more than half the jobs in this country are provided by small business. The film shows small business people telling their own story. For groups of any age or background but especially for young people. Includes a discussion leader's guide.

"It's Everybody's Business" (22 min., available on 16mm film and on 3/4" VHS or BETA Videocassette). Rental (16mm only): $10/3 days, $15/7 days. Purchase: $175 for 16mm/$150 for videocassette.

Tells the story of American business through the character of Jonathon the colonial hatmaker, whose successful enterprise demonstrates the many aspects and considerations of business ownership. Execellent explanation of the American enterprise system and the individual's role in it.

The following films are available from the National Audiovisual Center, ATTENTION: Order Section, Washington, DC 20409 (30 min., available on 16mm film and videocassette). Purchase: $910 (set of three 16mm films) or $250 each individual title; $320 (set of three videocassettes) or $90 for each individual title.

More Than A Dream: 1982

"Being Your Own Boss"

Interviews with small business owners on why and how they got started and their feelings about being in business.

"Raising The Money"

Presents methods used for raising the money to start a business. Talks with actual small business owners.

"Running Your Own Business"

Presents through small business owners the steps in running a business.

The following media kit is available for purchase or rental from IDECC: The Ohio State University, 1564 West First Street, Columbus, OH 43212. Telephone (614) 486-6708.

"EM Slide-Tape Presentations".

Six different slide-tape presentations correlate directly with the six major topics in the Economics and Marketing LAPs listed under Instructional Modules. Each presentation includes content highlights of the corresponding EM LAPs. They provide a strategy for introducing each major topic to a group or for presenting the content to students with reading difficulties. Kits include approximately 75 slides each, packaged in a ready-to-show Kodak Carousel tray, with accompanying cassette tape. Purchase individual slide-tape presentation, $90.00; complete set of six, $500.00. Rental for individual slide-tape presentation, $20.00.

The following filmstrip and audio tape are available free to teachers from the Insurance Institute, 110 William Street, New York, NY 10038.

"Risk Management and Business Insurance"

Filmstrip with cassette tape correlated with Instructional Module #14 for business insurance.

## Periodicals

Trade periodicals are important resources for entrepreneurs because they provide indepth information about a particular industry. Such information may include the technology, marketing and management functions, government regulations, economic and consumer trends, as well as information on suppliers, job opportunities, related products and services, professional contacts in the field, marketing calendars, and previews or announcements of trade or craft shows and conferences.

For purposes of this listing, the term "periodical" is applied to publications having a frequency of issue of at least once every two years. Periodicals included are trade journals, magazines, government publications, directories and newsletters of interest to entrepreneurs and small business owners.

Black Enterprise. Earl G. Graves Publishing Company, 295 Madison Avenue, New York, NY 10017.

Business oriented magazine for the Black entrepreneur and professional, adminstrator or business student interested in furthering black economic development. $10.00 $1.25 per copy. Monthly.

The Family in Business. The Center for Family Business, Box 24268, Cleveland, OH 44124.

Covers aspects of managing growth and continuity in a successful family business. $63.00 Monthly.

Family Busines Report. Independent Business Inst., Box 159, Akron, OH 44309.

Long-term planning for privately-owned business. Annually.

Franchise Advisor. New Ventures, 2430 Pennsylvania Avenue, N.W., Washington, DC 20037.

Keeps franchisors and franchisees updated on legislative developments, emerging trends, new offerings. Up to seven franchises are reviewed indepth in each issue. $87.00. $7.50 per copy. Every two weeks.

Handbook for Small Business. Senate and House Subcommittee on Small Businesses. Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

A survey of small business programs of the Federal Government, describing the most current Federal programs related to the small business community. $1.75. Annually.

Ideas That Made Millions. Patterson Publishing Company, 2606 N. Sterling, Peoria, IL 61604.

Report of successful entrepreneurs' ideas. $6.00. Every two months.

In Business. J.G. Press, Box 323, Emmous, PA 18049.

For the small business person. Features on financing, money management, inventory control, advertising, direct mail, closing the sale, filing taxes, and new business ideas. $14.00. $2.50 per copy. Every two months.

Inc. United Marina Publishing, Inc., 38 Commercial Wharf, Boston, MA 02110.

Stress on "how-to" aspects of financial management, marketing, sales, administration and operations for small growing companies. $18.00. $2.00 per copy. Monthly.

Income Opportunities. Davis Publications, Inc., 380 Lexingon Avenue, New York, NY 10017.

Geared to small business persons. $9.25. Monthly.

Income Opportunities Directory of Money-Making Ideas. Davis Publications, Inc., 380 Lexington Avenue, New York, NY 10017. $1.50 per copy. Annually.

Info Franchise Newsletter. Info Press, Inc., 736 Center Street, Lewiston, WY 14092.

New franchisors, recent legislation, litigation, and all that's new on the business format franchising scene. $45.00. $3.75 per copy. Monthly.

Journal of Small Business Management. International Council for Small Business, 929 N. 6th Street, Milwaukee, WI 53203.

Articles, research book reviews related to small business management. $10.00. $3.00 per copy. Quarterly.

Money Making Reporter. Box 3573, Modesto, CA 95352.

Describes full- or part-time money making opportunities which have been successful for various individuals. $5.00. $ .50 per copy. Monthly.

National Summary of Business Conditions. Federal Reserve System Board of Governors, Washington, DC 20551.

New Ventures. 2430 Pennsylvania Avenue, Washington, DC 20037.

Updates readers on promising new business opportunities and warns them about doubtful ones. $64.00. $5.00 per copy. Every two weeks.

Newsletter for Independent Business Owners. Newsletter for Independent Businessmen, Inc., 111 Sutter St., San Francisco, CA 94104. $75.00. Newsletter, Every two weeks.

Profit Seminar/Absentee Owner. H. K. Simon Co., 1280 Saw Mill River Road, Yonkers, NY 10710.

News of profit-making opportunities, with ideas for starting your own full- or spare-time business. $36.00. $1.50 per copy. Every two weeks.

Sewing Seeds. American Home Sewing Association, 350 Fifth Avenue, New York, NY 10001.

To provide information on Association activities and events, as well as marketing, merchandising, legislative, and fashion information to American Home Sewing Association Members. 6 page Newsletter. Monthly.

Small Business Newsletter. 7514 N. 53rd Street, Milwaukee, WI 53223.

Simplified approach to small business problems. $35.00. $4.00 per copy. Monthly.

Small Businessman's Clinic. C/O Austin Elliott, 133 V sta del Lago, Scotts Valley, CA 95066.

Provides practical answers designed to make the reader think about how to become the best of whatever he/she is. $28.00. #3.00 per copy. Monthly.

Try Us. National Minority Business Campaign. 1201 12th Avenue, North Minneapolis, MN 55411.

Directory of minority businesses. $14.00 per copy. Annually.

Urban Enterprise. Urban Research Corp., 3300 Broadway, New York, NY 10031.

Newsletter on minority enterprise. $50.00. Evey two weeks.

Venture. Venture Magazine, Inc., 35 W. 45th St., New York, NY 10036.

General business magazine. Analyzes successful and unsuccessful new enterprises and examines new business opportunities. $15.00. $1.50 per copy. Monthly.

Associations and Agencies

The following national associations and organizations are concerned with the promotion of entrepreneurship. They are listed in The Encyclopedia of Associations, 17th Edition, published by Gale Research Company, Book Tower, Detroit, MI 48226.

Typically, such associations are able to provide:

*Membership information, including student memberships

*Career information

*Dates of trade shows and conferences

*Bibliographies

*Educational opportunities, including accredited schools, in-service training programs and seminars.

*Catalogues of their own publications

*Names of area chapters and area members

*Professional or trade journals

*Educational materials

The following organizations address small business owners:

American Business Women's Association, 9100 Ward Parkway, Kansas City, MO 64114.

Includes women owning or operating their own businesses, as well as others in professions and government. Promotes better employer-employee relations; offers benefits to members; scholarships; publishes "Women in Business", six issues per year.

American Federation of Small Businesses, 407 S. Dearborn St., Chicago, IL 60605.

Gathers and distributes information of interest to small business owners on laws, taxation, pending legislation. 5000 members; publishes newsletter and minutes of board meetings.

International Council for Small Business, 929 N. 6th St., Milwaukee, WI 53203.

Membership open to educators; $25.00 per year.

This non-profit organization is devoted to advancing management practices for entrepreneurship through education, research, and the free exchange of ideas; publishes the quarterly Journal of Small Business Management.

International Franchise Association, 1025 Connecticut Ave., Washington, DC 20036 Telephone (202) 659-0[illegible]0.

Members are firms utilizing the franchise method of marketing in all industries; publishes the monthly Franchising World.

National Association of Small Business Investment Companies, 618 Washington Building, Washington, DC 20005.

Members are firms licensed under the Small Business Investment Act; it holds training seminars in management; it publishes news and directory.

National Association of Women Business Owners, 500 N. Michigan Avenue, Chicago, IL 60611.

To identify and bring together women business owners for mutual support.

National Business League, 4324 Georgia Ave., N.W., Washington, DC 20011.

Promotes commercial and financial development of minorities, especially through small business ownership. Publishes newsletter and series of papers on issues of concern to its 15,000 members.

National Federation of Independent Business, 150 W. 20th Avenue, San Mateo, CA 94403.

Researches and presents opinions of small business to state and national legislative boards. Education division provides classroom materials to educators on small business in the U.S.

National Small Business Association, 1604 K St., N.W., Washington, DC, 20006.

With 40,000 members from all segments of the U.S. economy, this organization promotes the welfare of small, independent business, publishes the "Voice of Small Business" monthly, and maintains Education, Foreign Trade, Labor, and Tax committees.

Women Entrepreneurs, 3061 Fillmore Street, San Francisco, CA 94123.

Acts as adviser on programs and training to make women entrepreneurs more successful. Sponsors seminars and workshops. Publishes monthly newsletter.

Young Presidents' Organization, 52 Vanderbilt Avenue, New York, NY 10017.

Members are presidents under age 50 of companies with revenues of at least $1 million per year, or more, depending on type of business. Conducts conventions; seminary in business management; publishes quarterly "YPO Enterprise" and newsletter.